

STOCKTON UNIVERSITY
EXECUTIVE SUMMARY
OF THE MINOR IN ARCHAEOLOGY
IN THE SOCIOLOGY AND ANTHROPOLOGY PROGRAM

Full Name of Current Program: **Sociology and Anthropology**

Stockton Program Acronym: **SOCY/ANTH or SOAN**

Degree/level of Current Program: **BA**

Minor in Archaeology CIP code **45.0301**

[NCES CIP code details:](#)

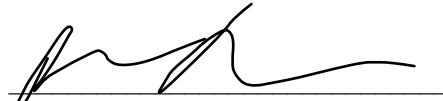
Title: Archeology.

Definition: A program that focuses on the systematic study of extinct societies, and the past of living societies, via the excavation, analysis and interpretation of their artifactual, human, and associated remains. Includes instruction in archeological theory, field methods, dating methods, conservation and museum studies, cultural and physical evolution, and the study of specific selected past cultures.

Names and Signatures of Faculty Proposing New Option:



Betsy Erbaugh, PhD
Associate Professor of Sociology
Chair, Sociology and Anthropology
Social and Behavioral Sciences



Bobbi Hornbeck, PhD
Assistant Professor of Archaeology
Sociology and Anthropology
Social and Behavioral Sciences

Date of Program Faculty Vote to Approve the Proposed New Option: **Nov. 27, 2023**

Text Description of Proposed New Option:

The Archaeology Minor is for students outside the SOCY/ANTH Major who wish to study Archaeology, a subfield of Anthropology. The SOAN Program now offers an Archaeology Concentration to students majoring in SOCY/ANTH. Course offerings in the Minor duplicate those in the Concentration.

Date of Faculty Senate Committee on Academic Programs and Planning Approval: **Jan. 18, 2024**

Date of the Provosts' Council Approval:

Date of the Faculty Senate Approval:

Description of the New Academic Offering

The Archaeology Minor is for students outside the SOCY/ANTH Major who wish to study Archaeology, a subfield of Anthropology. The Sociology Anthropology (SOAN) program currently offers a Minor in Anthropology, within which students may already opt to focus in the Anthropological subfield of Archaeology. SOAN *majors* currently have the option to select a Concentration in Sociology, Anthropology, Race/Ethnicity, or in one of two Anthropological subfields: Biological Anthropology or Archaeology. Offering a Minor in Archaeology allows students with majors across all schools of the university to note focused study of Archaeology on their transcript.

Rationale and Resources for Adding this Offering to the Stockton Curriculum

Core and elective components of the Archaeology Minor (faculty and curriculum) are currently in place. This proposal is asking to make the same course sequence already present in the Archaeology Concentration available to students outside the SOAN Major as a transcribed Minor in Archaeology. The ability of current faculty in SOAN and partner programs to consistently offer relevant courses now makes this possible. The SOAN Program will work with our newly appointed subject librarian to ensure library resources are kept up to date for students of Archaeology. Eventual growth in the Minor and/or respective foci within it may require purchase of additional field and/or lab materials. Current field and lab experiences for Archaeology student engagement are partly funded by external grants.

Demand for the New Offering

Interdisciplinary Organization and Professional Preparation in the Field: The Archaeology Minor (like the Archaeology Concentration) allows students to focus on material culture, relying upon fieldwork and laboratory techniques and interdisciplinary coursework. Incorporating courses in Natural Science and Mathematics (NAMS) and Arts and Humanities (ARHU), this minor prepares students for careers in research science, museum/historical archival work and curation, and cultural resource management. The minor is organized into foci, echoing the real-world methodological demands of archaeology, which gives students a competitive approach to their post-graduate goals.

Archaeology is an inherently interdisciplinary and multi-faceted discipline. Archaeological research necessarily relies on the collaboration of professionals from a variety of disciplines to complete field work and laboratory analysis. These collaborative disciplines include, but are not limited to, environmental science (soil science, paleoecology, paleoclimatology, palynology, remote sensing, G.I.S.), geology (geomorphology, volcanology, sedimentology, geophysics), history (classics, period-appropriate foci such as WWII), biology (zoology, marine biology, paleobotany, osteology, microbiology), chemistry (isotopic analysis, radiometric dating), and the arts (iconography, art history). Often, collaborating individuals from these broad disciplines specifically aim to focus their research on the archaeological context.

Examples of projects with which Stockton faculty and students have engaged include the [NSF funded Rat Islands Research Project \(2014-2017\)](#), a collaborative effort between archaeologists, ecologists, biologists, and geologists to understand long-term human and environmental histories. The [NSF funded Aleutian Mercury Dynamics Project \(2020-present\)](#), AMD Project) is another example of a collaborative

effort between archaeologists, ecologists, and biologists. This ongoing AMD Project seeks to understand changes in the dynamics of mercury accumulation in Arctic food webs through the analysis of modern and archaeological bone samples. The Principal Investigator of the AMD Project, [Dr. Julie Avery](#), is an animal physiologist whose degrees are held in the biological sciences.

Another example of the interdisciplinary nature of archaeology is its foci-driven organization. Archaeologists specialize in regions, time-periods, and methodologies. It is typical for archaeologists to specialize in the application of a methodology from an outside discipline. For example, an archaeologist may also be an archaeobiologist (study of ancient biology through archaeological materials) by choosing to specialize in paleobotany, osteology, zooarchaeology or microbiology. This cross-disciplined specialization is often the result of students exploring related fields throughout their education.

Thus it is typical for graduate programs in archaeology to accept applicants with a variety of undergraduate majors/minors, so long as they demonstrate an understanding of the anthropological approach and an interest in applying their major/minor in an anthropological/ archaeological context. For example, widely accepted as the “best archaeology program” in the United States is the PhD in Archaeology program at Harvard University. The Department of Anthropology at Harvard website that details admissions into this program states: “A previous background of study in anthropology is not a pre-requisite for admissions. However, successful candidates, whether they have studied anthropology previously or not, must be able to state clearly their interests in anthropology and demonstrate familiarity with intellectual issues in current anthropological theory and method.” The University of Pennsylvania archaeology program that accompanies the well-known Penn Museum also does not require applicants to hold an undergraduate degree in anthropology (although it is preferred).

Course Capacity at Stockton: SOAN has gathered enrollment data for key courses offered by partner programs in recent years, as well as enrollment data for all Archaeology courses taught by SOAN’s Archaeology Specialist Dr. Hornbeck since 2017 (see appendix). Based on these data, enrollments are robust across many courses from which the ARCH Minor may draw student interest, with representation in Archaeology courses from majors in all Schools. At the same time there is room to accommodate additional students in courses offered by multiple programs that Archaeology Minor students would seek out to fulfill their respective foci within the minor. SOAN is accustomed to working closely with BIOL, GEOL, HIST and other programs to co-schedule courses over time, and within a given academic year, to ensure that students in all relevant programs have access to courses required in their program concentrations, majors and minors. As verified in letters of support from these three programs (attached), this interdisciplinary collaboration will continue for the mutual benefit of students in all programs that crosslist courses and otherwise promote student opportunities in concert with SOAN.

Brief Overview of the Curriculum

The curriculum plan for the Archaeology Minor is identical to that of the Archaeological Concentration within the Sociology/Anthropology Major. The Archaeology Minor requires a minimum of 20 credits drawn from courses in sociology/anthropology, history, art history, biology, geology, environmental studies, and general studies. Preceptors will work with students to approve acceptable course

substitutions if necessary. In consultation with faculty and the program chair, students may also have the opportunity to complete a field placement in archaeological field work.

Required Core Courses (12 credits):

- ANTH 1100 Intro to Anthropology (4 cr)
- ANTH 2108 Intro to Archaeology: Methods and Theory (4 cr)

Plus any one of the following 4-credit ANTH courses:

- ANTH 2145 Indigenous Peoples of North America
- ANTH 2203 Material Culture
- ANTH 2255 Arctic Archaeology
- ANTH 2280 Vikings: Archaeology & Culture
- ANTH 2400 Forensic Anthropology
- ANTH 3338 Archaeology of the Mediterranean World
- ANTH 3653 Archaeological Field Methods
- ANTH 4900 Archaeology Internship/Field Work (organized w/ faculty and program chair)

The Archaeology Minor allows students to choose one of four focus areas: general Archaeology, Classics, Geoarchaeology, or Zooarchaeology. Students in the Archaeology Minor will choose the remaining 8 credits from one of the focus lists below; these 8 credits must be from the same focus and in addition to the required 12 above. For example, if ANTH 2145 is chosen as one of the required 12 above, then it does not count towards the remaining 8 below.

Anthropology focus: This focus helps prepare students for a general/broad approach to archaeology. Archaeology is a type of anthropology, and as such, all archaeology is anthropological, and all archaeologists are also anthropologists. Archaeologists study human culture by investigating the materials and landscapes that have been left behind by people in the past. This focus would be appropriate for students who are either still exploring their interests in archaeology, wish to pursue Cultural Resource Management, or are interested in museum curation.

- ANTH 2145 Indigenous Peoples of North America
- ANTH 2203 Material Culture (also cross-listed as HIST 2203)
- ANTH 2255 Arctic Archaeology
- ANTH 2280 Vikings: Archaeology & Culture
- ANTH 2400 Forensic Anthropology
- ANTH 3338 Archaeology of the Mediterranean World (also cross-listed as ARTV 3338)
- ANTH 3653 Archaeological Field Methods
- ANTH 4900 Archaeology-focused Internship (organized with permission of SOAN)
- HIST 2201 Iron Age Mediterranean
- HIST 3426 Pirates, Outlaws, and Migrants
- HIST 3640 Museums and the Display of Diversity

Classics focus: This focus helps prepare students for a specialization in classical archaeology. Classical archaeologists focus their research on the cultures of ancient Mediterranean civilizations. They

traditionally study ancient Rome or Greece, but may also focus on other relevant societies such as those in the ancient Near East. While all archaeology incorporates historical and languages studies to some degree, classical archaeology is a fundamental integration of these themes. Students who wish to pursue a graduate degree in classical archaeology should also search for programs in a university's "Classics Department" as not all universities offer this under their "Anthropology Department."

- HIST 2110 Ancient Roman World
- HIST 2111 World of Ancient Greece
- HIST 2119 History of Ancient Egypt
- HIST 2200 Ancient Israel
- HIST 2407 Problems in Ancient History
- ARTV 2283 Ancient Architecture
- ARTV 3337 Ancient Greek Art and Architecture
- ARTV/ANTH 3338 Archaeology of the Mediterranean World

Geoarchaeology focus: This focus helps prepare students for a specialization in geoarchaeology. Geoarchaeologists are interested in utilizing the methodologies of Earth Sciences to understand human culture. They analyze soils and sediments to answer questions about past human activity and reconstruct past environments. They also study lithics (stone artifacts), natural processes that form, disturb, or mimic archaeological sites, and how/why humans impact the landscape.

- GEOL 2101/05 Physical Geology with Lab
- GEOL 3211 Mineralogy (Pre-req: GEOL 2101)
- GEOL 3221 Field Geology (Pre-req: GEOL 2101)
- GEOL 3231 Sedimentology and Stratigraphy (Pre-req: GEOL 2101)
- GEOL 3430 Geomorphology (Pre-req: GEOL 2101)
- GNM 2318 Soils and Civilization

Zooarchaeology focus: This focus helps prepare students for a specialization in zooarchaeology. Zooarchaeologists analyze faunal remains (the remains of animals) found at archaeological sites to answer questions about the relationship between past humans and animals. They investigate past human diets and food procurement, the domestication of animals, site formation processes, economics, and even the use of animals in ritual contexts. Zooarchaeologists are most well-known for studying the skeletal remains of animals, but they are also interested in shells, hair, hides, scales, chitin, proteins, and even DNA.

- ANTH 2400 Forensic Anthropology (must choose this if not included in your Core 12)
- BIOL 1400/05 Biodiversity & Evolution with Lab (pre-req: BIOL 1200/05)
- BIOL/MARS 2130 Vertebrate Zoology (pre-req: BIOL 1400)
- BIOL 3110 Animal Behavior (pre-req: BIOL 2110 or POI)
- BIOL 3112 Vertebrate Animal Movement (junior/senior only)
- BIOL 3136 Mammalogy (pre-req: BIOL 2100 or 2200 or ENVL 2200)
- BIOL 3150 Comparative Anatomy (pre-req: BIOL 1400)
- BIOL/GEOL 3241 Paleobiology (pre-req: BIOL 1400 or ANTH 1105 or GEOL 2101)
- BIOL/GEOL 3242 Vertebrate Paleontology (pre-req: BIOL 1400 or GEOL 2101)
- BIOL 3435 Evolutionary Mammalogy (pre-req: BIOL 1400, BIOL 2110 or POI)
- GNM 2136 Wildlife and Human Interaction

* Other courses may be added or substituted with permission of preceptor.

Additional Information

GIS/ENVL/Geophysical/Satellite Archaeology: Students who are interested in using remote sensing and/or mapping technology in archaeological research may wish to pursue Environmental Studies and/or a Geographic Information Systems (GIS) Certificate through the Environmental Science/Studies Program at Stockton.

This would help prepare students for a specialization in GIS, geophysical archaeology, and/or satellite archaeology. Archaeologists use GIS (Geographic Information Systems) technology to digitally map and analyze spatial relationships between people and landscapes, and to investigate questions about political hierarchy, resource access, mobility, social integration, and artifact distribution. Geophysical and satellite archaeologists use remote sensing technology (satellite imagery, LiDAR, GPR, magnetometry, drone imagery, etc.) to locate and analyze a variety of archaeological features that would be difficult or impossible to access otherwise.

Learning Outcomes

The four major Learning Outcomes in the Archaeology Minor reflect those in the SOAN Major and in other SOAN Minors and Concentrations:

1. Understanding Inequality

Analyze multiple dimensions of diversity and the ways that important social and cultural classifications like race, ethnicity, gender, class, age, disability, and sexuality intersect with one another and co-determine human experiences and life chances.

ELOs: Ethical Reasoning, Global Awareness, Program Competence

2. Community Engagement

Apply anthropological/sociological analysis and advocacy in the community through engaged learning experiences.

ELOs: Adapting to Change, Creativity & Innovation, Communication Skills, Information Literacy & Research Skills, Teamwork & Collaboration

3. Research Skills

Demonstrate understanding of, and basic facility in, reading social science scholarship and carrying out qualitative and quantitative research methodologies central to anthropological and sociological inquiry.

ELOs: Information Literacy & Research Skills, Quantitative Reasoning, Teamwork & Collaboration

4. Writing and Communication

Demonstrate strong writing skills in both general expository and persuasive genres, as well as writing applications such as grant writing and research proposals.

ELOs: Communication Skills, Critical Thinking

As seen in the attached [Curriculum Map](#), the first required course in the ARCH Minor, Intro to Anthropology, introduces Learning Objectives related to Inequality and Research (#1 and #3 above). The second required course, Intro to Archaeology: Theory and Method, reinforces learning objectives related to Inequality and Research, and introduces objectives in Community Engagement and the Writing conventions of anthropology in general, and archaeology in particular.

The third required course varies across students according to their selected focus in consultation with their preceptor. All courses in the list reinforce study of diversity and Inequality. Several reinforce or contribute to mastery of Archaeology Research skills, especially in upper-level fieldwork courses. These courses, and elective courses in each of the four focus areas, may reinforce or potentially contribute to mastery of one or more of the four major PLOs, depending on the level and specific goals of the course. Archaeology courses by nature encourage students to consider past and present practices of cultural exchange, appropriation, managing heritage, and engaging with the public in order to support ongoing research projects. Courses in each focus area will help students to develop critical thinking skills and field competency in a specific area of Archaeology.

Appendices:

- Letters of support (SOBL, HIST, GEOL, BIOL)
- Summarized Enrollments Data
- Minor Curriculum Map
- Responses to APP Committee feedback



101 Vera King Farris Drive | Galloway NJ 08205 9411

stockton.edu

To: Dr. Elizabeth Pollock, Chair of Academic Programs and Planning Committee

From: Marissa Levy, Dean of Social & Behavioral Sciences

Date: December 6, 2023

Re: Letter of Support for Minor in Archaeology

Please accept this letter as my endorsement of the minor in Archaeology within the Sociology and Anthropology program. The courses within the minor are existing courses, many of which overlap with the existing minor. By pulling out the courses that are of specific interest to students in archaeology, the program is better able to articulate and market our offerings to students.

With regard to resources, our existing faculty complement can teach the courses and the minor will be housed within SOAN so no additional Chair compensation will be necessary.

In conclusion, I support this proposal. These curricular changes reflect best practice.

Best,

A handwritten signature in cursive script that reads 'Marissa P. Levy'.

Marissa P. Levy, Ph.D.
Dean

101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

To: Chair of Academic Programs and Planning Committee
From: Dr. Laura Zucconi, Co-Chair Historical Studies

January 12, 2024

Re: Letter of Support for Minor in Archaeology

I am writing in support of the Minor in Archaeology and to address any concerns such a minor would have on resources in Historical Studies. The creation of an archaeology minor would positively enhance enrollments without creating an undue burden on our faculty. We look forward to archaeology students in our program courses listed for the minor but also in HIST 2201 Iron Age Mediterranean and HIST 3426 Pirates, Outlaws, and Migrants which uses the burgeoning methods of archaeologically identifying nomadic populations in the Bronze and Iron Ages.

Sincerely,
Laura Zucconi
Prof. Historical Studies
Co-Chair Historical Studies

Subject: RE: Archaeology Minor Proposal for APPC

Date: Friday, January 19, 2024 at 10:47:47 AM Eastern Standard Time

From: Severs, Matthew

To: Webber, Jeffrey, Erbaugh, Betsy

Hello Betsy,

My apologies for not getting back to you earlier. I would also concur with Jeff that it would be good for the students to have an alternative to Geomorphology that would still be beneficial to looking at Geomorphology. I taught Geomorphology for the first time in Spring 2022 after it not being offered since 2014, and due to low enrollment I don't know when it would be offered again. I think that Field Geology and Mineralogy would be good alternatives since field skills are useful across the board and I know that the mineral compositions of artifacts have been used for provenance studies, trade networks, etc. amongst other applications. Otherwise I think the proposal is a good one.

Thanks,

Rocky (Matt) Severs

Associate Professor
Geology and Environmental Science
Stockton University
Pronouns: He/Him

From: Webber, Jeffrey <Jeffrey.Webber@stockton.edu>

Sent: Friday, January 19, 2024 8:10 AM

To: Erbaugh, Betsy <Elizabeth.Erbaugh@stockton.edu>; Severs, Matthew <Matthew.Severs@stockton.edu>

Subject: Archaeology Minor Proposal for APPC

Hi Betsy,

I must have inadvertently deleted your original email with regards to the Archeology minor. My apologies. Rocky forwarded me the original note. I don't want to speak on behalf of the Geology Program as a whole, but personally, I like the idea and think that the more we can build curriculum ties between programs the better. Geology has fairly low enrollment in general so I doubt we would be much of a pool for students, but I like the idea of having the option there. As it costs no additional money for the University, I don't really see why enrollment would be a concern. Anyways, the only modification I would suggest is to add Field Geology and Mineralogy as options for Geomorphology in the focus course listing. Geomorphology is *rarely* offered. Perhaps Rocky has some thoughts?

Best,

--

Jeffrey R. Webber PhD
Associate Professor of Geology
Stockton University
101 Vera King Farris Dr.
Galloway, NJ 08205
<http://loki.stockton.edu/~webberj1/>

101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

TO: Chair of Academic Programs and Planning Committee

FROM: Dr. Michael Lague, Co-Chair of the Biology Program

DATE: February 1, 2024

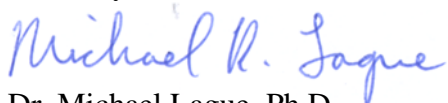
RE: Letter of Support for Minor in Archaeology

I am writing this memo as a Co-Chair of the Biology Program in support of the Minor in Archaeology.

The Biology Program will mainly be impacted by students who choose the Zooarchaeology focus of the minor, since all but one of the courses offered by Biology faculty are listed exclusively under the Zooarchaeology category. Since the upper-level course offerings of the Biology Program have generally been under-enrolled in recent years, the addition of students who need to take upper-level biology courses for the Archaeology minor will be beneficial. I anticipate that our existing faculty complement will be able to handle the potential addition of Archaeology students who are seeking relevant biology courses, particularly as students are only required to pick two courses (8 credits) from the list of 11 courses on the Zooarchaeology list.

There is one course (ANTH/BIOL/CRIM 2400 *Forensic Anthropology*) taught by Biology faculty that also appears on the list of core courses for the minor. ANTH 2400 is on a list of 8 core courses from which students need only choose one. Hence, although ANTH 2400 has a full complement of students this semester, it is possible that the course will only be minimally impacted by the Archaeology minor. In the event that the minor creates a significantly higher demand for the course, the Biology Program and the professor who teaches the course (Dr. Margaret Lewis) are willing to consider adding a second section of the course in the future. This will necessitate purchasing some additional laboratory material for the course.

Sincerely,



Dr. Michael Lague, Ph.D.
Associate Professor of Biology
Co-Chair, Biology Program

**Total Archaeology Enrollment by Major,
Hornbeck's courses only (2017-Present):**
ARCH Theory/Method (N=170, 52%), Arctic ARCH,
Field ARCH, Indig. Peoples of No. America,
Vikings ARCH/Culture

Sociology/Anthropology	91	28%
Criminal Justice	68	21%
Psychology	49	15%
Undeclared	25	8%
Business Studies	15	5%
Liberal Studies	9	3%
Communication Studies	8	2%
Health Science	8	2%
Historical Studies	7	2%
Environmental Science	7	2%
Political Science	6	2%
Social Work	4	1%
Languages & Culture Studies	4	1%
Marine Science	4	1%
Biology	3	1%
Other majors (14 @ 1-2 each)	20	6%
Total	328	100%

**Total Archaeology Enrollment by School
(Hornbeck's courses, 2017-Present)**

SOBL	219	67%
Undeclared	25	8%
ARHU	24	7%
NAMS	21	6%
BUSN	20	6%
GENS	9	3%
HSCI	8	2%
EDUC	2	1%
	328	100%

Sample Elective Course Enrollments by Focus Area (2022-present)

Focus		Course	Semester	Enrolled	Cap	% Full
Anth/Gen	ANTH	Arctic Arch	Fall 2023	31	35	89%
	ANTH	Indig Peoples No. America	Fall 2022	33	35	94%
	HIST	Pirates, Outlaws, Migrants	Fall 2023	33	35	94%
Classics	ARTV/ANTH	Arch of Mediterranean	Fall 2023	31	35	89%
	HIST	Ancient Egypt	Fall 2022	30	35	86%
	HIST	Ancient Israel	Fall 2023	7	35	20%
Geoarch	GEOL	Phys Geol	Spring 2024	36	35	103%
	GEOL	Phys Geol	Fall 2023	70	70	100%
	GEOL	Mineralogy	Fall 2023	26	30	87%
	GEOL	Sediment/Stratigraphy	Fall 2023	19	30	63%
Zooarch	BIOL/ANTH	Forensic Anth	Spring 2024	14	12	117%
	BIOL	Animal Behavior	Spring 2023	30	30	100%
	BIOL	Mammalogy	Fall 2023	8	10	80%
	GNM	Wildlife/Human Interact	Spring 2024	34	35	97%

ARCH MINOR CURRICULUM MAP

2024

Program Name:	Sociology & Anthropology, BA	
College:	SOBL	
Contact person:	Betsy Erbaugh, Chair	Bobbi Hornbeck, Teaching Specialist, Archaeology
Email:	erbaugh@stockton.edu	bobbi.hornbeck@stockton.edu
Phone:	652-4512	

Codes: I= Introduced R = Reinforced M = Mastered

Course information:		Program Learning Outcomes and ELO linkage			
Course Number	Course name	PLO #1	PLO #2	PLO #3	PLO #4
		<p>INEQUALITY. Analyze multiple dimensions of diversity and the ways that important social and cultural classifications like race, ethnicity, gender, class, age, disability, and sexuality intersect with one another and co-determine the experiences that we have in our lives and impact our life chances. ELO: Program Competence, Ethical Reasoning, Global Awareness</p>	<p>ENGAGEMENT. Apply anthropological/sociological analysis and advocacy in the community through engaged learning experiences. ELO: Adaption to Change, Creativity & Innovation, Communication Skills, Teamwork & Collaboration, Information Literacy & Research Skills</p>	<p>RESEARCH. Demonstrate understanding of, and basic facility in, reading social science scholarship and carrying on both qualitative and quantitative research methodologies central to anthropological and sociological inquiry. ELO: Quantitative Reasoning, Information Literacy & Research Skills, Teamwork & Collaboration</p>	<p>WRITING. Demonstrate strong writing skills in both general expository and persuasive genres, as well as writing applications such as grant writing and research proposals. ELO: Communication Skills, Critical Thinking</p>
ANTH 1100	Introduction to Anthropology	I		I	
ANTH 2108	Intro to ARCH Theory/Method	I/R	I	R	I

Academic Programs and Planning (APP) Committee
Feedback and Response Form

Thank you for your submission of the proposal titled Archaeology.

The APP committee reviewed the proposal on December 14, 2023 and requests the proposal authors use this form to respond to the following questions and or suggestions. Please submit your responses by January 11, 2024 to be considered in the next APP meeting or submission to the Faculty Senate.

Committee Suggestion/Clarification	Author Response
<p>What is the expected demand for students outside of the SOAN major choosing a minor in Archaeology? Is there evidence of students outside of SOAN being interested in this minor? There is a section entitled “Demand for New Offering” but this section does not provide evidence for this demand.</p>	<p>See response below [Added 2/1/24: Course Capacity at Stockton: SOAN has gathered enrollment data for key courses offered by partner programs in recent years, as well as enrollment data for all Archaeology courses offered by SOAN’s Archaeological Specialist Dr. Hornbeck since 2017 (see appendix). Based on these data, enrollments are robust across many courses from which the ARCH Minor may draw student interest, with representation from majors in all Schools. At the same time there is room to accommodate additional students in courses offered by multiple programs that Archaeology Minor students would seek out to fulfill their respective foci within the minor. SOAN is accustomed to working closely with BIOL, GEOL, HIST and other programs to co-schedule courses over time, and within a given academic year, to ensure that students in all relevant programs have access to courses required in their program concentrations, majors and minors. As verified in letters of support from these three programs (attached), this interdisciplinary collaboration will continue for the mutual benefit of students in all programs that crosslist courses and otherwise promote student opportunities in concert with SOAN.]</p>

It would be more convincing to include evidence about the demand for students outside of this field who would be or might be interested in this minor. In addition, it would help to clarify what students would gain with this minor. There is some detail of this throughout the proposal. For example, the proposal states that a focus on Anthropology “would be appropriate for students who are either still exploring their interests in archaeology, wish to pursue Cultural Resource Management, or are interested in museum curation,” (p. 3) but it is unclear that a student majoring in a field outside of SOAN would be able to pursue this type of career. Can you provide examples of majors that would most likely be interested in this minor and what they would gain by choosing this minor.

Archaeology is an inherently interdisciplinary and multi-faceted discipline. Archaeological research necessarily relies on the collaboration of professionals from a variety of disciplines to complete field work and laboratory analysis. These collaborative disciplines include, but are not limited to, environmental science (soil science, paleoecology, paleoclimatology, palynology, remote sensing, G.I.S.), geology (geomorphology, volcanology, sedimentology, geophysics), history (classics, period-appropriate foci such as WWII), biology (zoology, marine biology, paleobotany, osteology, microbiology), chemistry (isotopic analysis, radiometric dating), and the arts (iconography, art history). Often, collaborating individuals from these broad disciplines specifically aim to focus their research on the archaeological context. For example, the [NSF funded Rat Islands Research Project \(2014-2017\)](#) was a collaborative effort between archaeologists, ecologists, biologists, and geologists to understand long-term human and environmental histories. The [NSF funded Aleutian Mercury Dynamics Project \(2020-present\)](#), AMD Project) is another example of a collaborative effort between archaeologists, ecologists, and biologists. This ongoing AMD Project seeks to understand changes in the dynamics of mercury accumulation in Arctic food webs through the analysis of modern and archaeological bone samples. The Principal Investigator of the AMD Project, [Dr. Julie Avery](#), is an animal physiologist whose degrees are held in the biological sciences.

Another example of the interdisciplinary nature of archaeology is its foci-driven organization. Archaeologists specialize in regions, time-periods, and methodologies. It is typical for archaeologists to specialize in the

application of a methodology from an outside discipline. For example, an archaeologist may also be an archaeobiologist (study of ancient biology through archaeological materials) by choosing to specialize in paleobotany, osteology, zooarchaeology or microbiology. This cross-disciplined specialization is often the result of students exploring related fields throughout their education. For example, co-investigator of the aforementioned NSF funded Rat Islands Research Project [Dr. Nicole Misarti](#) currently focuses on ecology in the arctic archaeology context, but received her B.A. in environmental science from Middlebury College, her M.S. in anthropology/archaeology from University of Wisconsin-Madison, and her PhD in marine science and archaeology from University of Alaska, Fairbanks. Senior Scientist [Dr. Nancy Bigelow](#), from the same project, is an archaeologist who specializes in the application of environmental science methodologies such as paleoecology and palynology. She received her B.A. in history from the University of Vermont and her graduate degrees in anthropology/archaeology from the University of Alaska, Fairbanks.

For these reasons, it is typical for graduate programs in archaeology to accept applicants with a variety of undergraduate majors, so long as they demonstrate an understanding of the anthropological approach and an interest in applying their major/minor in an anthropological/archaeological context. For example, widely accepted as the “best archaeology program” in the United States is the PhD in Archaeology program at Harvard University. The Department of Anthropology at Harvard website that details admissions into this program states: “A previous background of study in anthropology is not a

	<p>pre-requisite for admissions. However, successful candidates, whether they have studied anthropology previously or not, must be able to state clearly their interests in anthropology and demonstrate familiarity with intellectual issues in current anthropological theory and method." The University of Pennsylvania archaeology program that accompanies the well-known Penn Museum also does not require applicants to hold an undergraduate degree in anthropology (although it is preferred).</p>
<p>What type of demand would adding this minor put on existing SOAN faculty? Is there room in the current courses? Similarly, what demand would extra students put on connected programs in the various tracks presented? It would be helpful to have letters of support from HIST, GEOL, and BIOL to verify not only interest and applicability, but also logistical likelihood regarding curriculum and course capacity.</p>	<p>SOAN and affiliated programs already include applicable courses in the curriculum. In recent years SOAN has implemented a process to ensure required courses in the minor (as in the ARCH concentration, and the ANTH and other minors) can continue to be offered on regular rotation with existing faculty.</p> <p>See letter of support from HIST.</p> <p>[Added 2/1/24: See also letters of support from BIOL and GEOL.]</p>
<p>This is a complicated minor for advising, being essentially three different minors. Would a minor coordinator be available?</p>	<p>As an interdisciplinary program of sociologists and anthropologists with multiple concentrations and minors, we work closely to distribute advising and precepting responsibilities among our faculty for students with varied interests and professional goals. All SOAN faculty are generally familiar with requirements for all concentrations and minors. Students are referred to the appropriate faculty member for each specialty area when they declare a minor or concentration. Adding the ARCH minor will enable students who are already focusing on the ARCH subfield within the ANTH minor to note that focus on their transcripts. With the addition of a tenure-track archaeologist to the SOAN faculty, we now have a faculty member designated to advise students in each minor:</p>

	<p>SOCY, ANTH, ARCH (similarly to how we delegate faculty to advise students concentrating in these fields, along with Bio ANTH and Race/Ethnicity). In fact this designation acknowledges advising work that our TT Archaeologist has been doing for 2 years in an NTTP role, as well as previously, albeit less formally, in an adjunct faculty role.</p>
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